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ABSTRACT

The training of psychologists in Venezuelan universities is examined. Information is provided on the following: student admissions, tuition, libraries, laboratories, textbooks, the training of professors, employment practices for professors, the structure of undergraduate courses through chairs, tenure, degrees offered, and the university programs offered in psychology and the institutions offering them. A comparison of Venezuelan and U.S. psychology programs is presented. The Venezuelan psychology program is an undergraduate five-year program. Masters degrees and doctorates are at present optional degrees for specialized further study. Undergraduate students receive professionally oriented training with few liberal arts courses, and after graduation are expected to practice in all areas of psychology. It is concluded that graduates of Venezuelan schools of psychology are well qualified for U.S. graduate programs. (SW)

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The Training of Psychologists in Venezuelan Universities

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Running Head: Psychologist Training in Venezuela

Abstract

Psychologists in Venezuela are trained in undergraduate five-year programs, after which they are expected to practice in all areas of psychology. Masters degrees and doctorates are at present optional degrees for specialized further study. Undergraduate students receive professionally oriented training with few liberal arts courses. Though the system has some drawbacks, such as brief training and lack of preliminary screening for clinical practice, graduates of Venezuelan schools of psychology are well qualified for admission to U.S. graduate programs.

The Training of Psychologists in Venezuelan Universities

The profession of psychology has flourished in Venezuela in recent years. Psychologists are in demand by the industry as well as by schools and public services.

In the Venezuelan universities undergraduate departments of psychology are preparing a number of professionals who are expected to work in the field. From the viewpoint of the North American-trained psychologist these departments represent an interesting combination of the European tradition of university teaching and organization, U.S. and Canadian academic orientation, and developments of Latin American interests and methods.

Many students of Venezuelan universities aspire to do graduate work in the U.S. Scholars receive invitations to teach or to do research in Venezuela. This article attempts to meet the needs of admissions committees or individual scholars who want to know more about the training of psychologists in Venezuela by presenting a description of the system and its characteristics. Information was drawn from university catalogs, statistical reports, archives, interviews with administrators, as well as from the author's teaching experience.[1]

General Information

Venezuela has 14 univerities, institutions that after five years of study award the Licenciatura, the Bachelor's degree. This is the degree that is necessary for a person to practice psychology, and holders of the Licenciatura, called Licenciados, are considered to be full-fledged

professionals.

Of the 14 universities two offer an undergraduate major in psychology: The Universidad Central de Venezuela, and the Universidad Católica Andrés Bello. Besides these departments, colleges of education of most universities as well as many four-year teacher training colleges offer related programs that prepare students for careers in counseling or teaching of psychology at the secondary school level.

Graduate work leading to Master's degrees in various areas of psychology is offered by the Universidad Central de Venezuela and by the Universidad Simón Bolívar. In addition, some research institutes and organisms offer specialization in mental retardation, speech, and clinical psychology. The university programs are explained in more detail below.

Student Admissions

Studies in Venezuelan primary and secondary schools last 11 years. Students must graduate from high school before they can enter institutions of higher education.

Admissions are carried out on a nation-wide basis. Students must pre-register with the National Council of Universities and state their preference in majors and universities. Then they are assigned to the institutions according to their high school grades and space available. In addition, many institutions reserve the right to conduct entrance examinations. Usually large numbers of students are admitted, and then a process of elimination takes place. The School of Psychology of the Universidad Central specifically, admits approximately 300 students of whom

estimated 60% fail at the end of the first year (Boletín Estadístico, 1977).

Graduate admissions on the other hand, are carried out completely by the departments. There are no unified graduate school requirements and no examinations. Admission to graduate psychology programs is not competitive at this time, because relatively few psychologists apply.

Tuition

Public universities, like the Universidad Central de Venezuela, are free; students pay a nominal fee upon registration. Students of private universities, as in the case of the Universidad Católica, pay tuition, but are eligible to receive financial aid.

The graduate psychology programs are not free, thought they are both offered by public institutions. For more information on tuition, see Table 2.

Libraries

University libraries tend to be rather sparcely stocked. Part of the reason is that due to mail delay it takes six months to two years for a book to be ordered and received from abroad. Journals arrive several months late.

The undergraduate psychology program of the Universidad Central de Venezuela has a special library with an estimated number of 8,000 volumes. The two graduate programs have their own libraries as well. Most books are in Spanish or English, but some French, Portuguese, German, and Russian publications are available.

Laboratories

With the exception of the Universidad Simón Bolívar program,

laboratory facilities are quite good. There is equipment for experimental analysis of behavior,osciloscopes, polygraphs, electro-encephalographs, tachistoscopes, and other instruments which undergraduates routinely learn to handle. In addition, the Universidad Nacional Abierta, that does not offer a psychology major, has a very modern, sophisticated, all-electronic psychology laboratory, built for basic research carried out by its staff.

Textbooks

There are many textbooks available in the market, most of which are translations of publications in English. In the recent years, several books written by Spanish or Latin-American psychologists have appeared. Few, however, are currently published in Venezuela, probably because of high labor prices. Instead, they are imported from Spain, Argentina, and Mexico. The abundance of good textbooks in Spanish greatly facilitates teaching, since most students cannot read English well enough to read the originals.

Professors-Their Training and Occupations

Venezuelan professors are generally simply graduates of one of the undergraduate programs, though in past few years several have done some graduate work. Very few of them have doctorates (see Table 3).

Well-trained or experienced behavioral scientists are somewhat scarce in Venezuela. In order to meet the demand, the majority of the professors hold other jobs besides university teaching. They may work in the clinical area, in educational consulting, in research institutions,

or in personnel selection, which is particularly lucrative. Actually for a large number of them teaching is only a part-time position, since it is not the best paying job available. Private universities tend to pay lower salaries. As a consequence, the psychology department of the Universidad Católica Andrés Bello operates almost exclusively with part-time faculty; out of 54 professors, only three are employed there on a full-time basis.

Cátedras-Chairs

The undergraduate courses in the Universidad Central de Venezuela and the Universidad Católica are offered through "Chairs". A Chair is a set of related courses, taught by a professor (the Chairman) and his or her assistants. In the European tradition Chairmen are more or less independent and can teach according to their discretion. Since professors are attached to specific Chairs (in Spanish cátedras), they tend to teach the specific courses for which they were hired. Also, this structure sometimes makes it difficult to institute new courses or to eliminate obsolete ones.

Vacant positions in public universities are filled by official contests, where candidates compete through written and oral examinations. On some occasions a professor may be hired provisionally and take these examinations later. Candidates hired through contests are much more secure in their positions.

Escalafón-Tenure System

For purposes of salaries and tenure professors get classified

in the escalafón. This is a scale through which professors are ranked. They may be placed in the escalafón as soon as they are hired, as in Universidad Católica, or they may go through a probationary period and/or take the official examinations first. Once professors are placed in the escalafón, they automatically receive tenure, and may not be removed except under very extenuating circumstances. Staff evaluation is almost non-existent.

Professors will progress in the escalafón and receive pay increases from year to year according to accumulated years of experience, graduate study in process or completed, and publications. When they have completed the time required in one level, or have done work that counts towards promotion, they may ascend to the next level by presenting a thesis of promotion, the "trabajo de acenso". This may be a piece of research, a book, or a monograph, which is discussed and evaluated by colleagues.

The levels of the escalafón and the years or equivalents in credit which professors must accumulate are as follows:

Instructor 2 years

Profesor Asistente 4 years

Profesor Agregado 4 years

Profesor Asociado 5 years

Profesor Titular indefinite

In order to progress to the asociado level, a doctorate is usually necessary. Doctorates for this purpose may be offered by the Universidad Central de Venezuela and by the Universidad Católica. In the following section more details will be given about these doctorates.

Degrees Awarded

Licenciatura-The Bachelor's Degree

The Licenciatura is awarded after five years of study. It is considered a professional degree in psychology as well as in other fields. Since the five years of university study are preceded by eleven years of previous work, this degree is considered equivalent to a Bachelor's degree. However, the training Venezuelan undergraduates receive is much more professionally oriented than the training of U.S Arts and Sciences undergraduates.

As a result of the emphasis on professional training, departments within a university tend to be self-contained, and students generally take courses offered by their department only. Furthermore, degrees in a specific discipline will mention the name of the discipline rather than the general "Bachelor of Science","Master of Arts", or"Doctor of Philosophy".

The undergraduate psychology curricula are structured with few liberal arts courses. Related courses such as biology, mathematics, anthropology, and philosophy of science are taught during the first two years along with courses in general psychology, psychophysiology, statistics, and experimental design. In later years more specialized courses are offered to the students.

In order for the reader to appreciate the coursework offered, the courses all psychology students at the Universidad Católica must take are listed on Table 1. The Universidad Central de Venezuela has a slightly different curricular structure, but essentially the same courses are taught in both universities. The programs of each institution are explained in detail in the next section.

Insert Table 1 about here

Fifth-year students in psychology as well as in most disciplines have to submit an undergraduate thesis in order to graduate. Theses are almost always based on experimental or ex-post-facto research, and they are submitted to rather careful revision. From the author's experience these theses are almost as elaborate as U.S. Master's degree theses with the exception that they may be written by groups of two or three students rather than individually. Some of them are published in Latin American psychology journals.

Several courses include labs and seminars. The most motivated students of the third, fourth and fifth year are employed as teaching assistants for these labs, and they assume a fair amount of responsibility. This greatly facilitates the work of the professors, since classes are usually very large.

During their last two years students have to complete periods of practical training outside the university. Several hours a week are spent in these activities (see Table 1), and students learn about the actual work psychologists do in mental hospitals, industries, and schools. A recent state law requires that all university students engage in practical training before graduation.

There is a rather rigid system of promotion from one year to the next, or from one semester to the next, according to the academic calendar. If courses are failed, the students have a right to a re-examination at a specific date. The grade of the re-examination replaces that of the final examination of the course. There is a rigid set of rules regarding dates and weight of final examinations,

which is strictly enforced. For instance, a final examination may be postponed, if it has not been officially announced on the bulletin board and any students choose to protest.

It is the author's opinion that holders of the Licenciatura are extremely well prepared for graduate study in the United States. The only possible obstacle they may encounter is English, which is not taught efficiently in the Venezuelan schools. Consequently, these students should not be expected to score as high as North American students on the Graduate Record Examination, though they should score high on the advanced test in psychology if their English is adequate.

Maestria-The Master's Degree

Master's degree programs in Psychology are a recent development in Venezuela. The Universidad Simón Bolívar started such a program in 1972, and the Universidad Central de Venezuela started on in 1975. The Universidad Católica Andrés Bello is planning its own program, which is expected to start in the next two to three years.

The Master's degree programs cater to the needs of professionals already working in the field, and for this reason, they offer courses of study in very specific areas. If students wish, they may study exclusively behavior modification techniques, industrial psychology, social psychology, or group dynamics. The amount of coursework needed is slightly more than that of many North American Master's degrees (see Table 2), and few students participate in the programs full-time. For this reason, only 10 students have been awarded Venezuelan Master's degrees to this date (December 1978).

Besides the two universities previously mentioned, some research institutions offer graduate work in psychology as well. Clinical psychology is offered through three-year programs at the Central Hospital of the Armed Forces, and at the Psychiatric Institute of El Peñon. AVEPANE offers graduate work in mental retardation, and IVAL in speech pathology.

At this point very few employers, private or public, require applicants to have Master's degrees, though the ones who do are preferred. There is a tendency for professionals in psychology and education to plan graduate work in Venezuela or abroad, currently, and several of them are already in the process of taking some coursework.

Doctorado-The Doctorate

Psychology doctorates are rarely given in Venezuela, and there is no structured doctoral program at this time. One reason for the lack of a doctoral program is that courses of specialization are taught at the Master's degree level, and that partially obviates the need for further coursework.

Since a doctorate is required of professors who wish to ascend to the asociado level in the escalafón, the Universidad Central de Venezuela has a set of regulations which permit university professsors to receive doctorates in psychology by submitting a dissertation. Applicants must have a Master's degree with some extra coursework, and must be eligible for promotion to the rank of profesor asociado.

In accordance with the European tradition, the Universidad Católica Andrés Bello occasionally awards doctorates of psychology, by presentation

of a dissertation, to professionals who have completed a Master's degree program at a Venezuelan or foreign university. Five doctorates were awarded in the years 1963-1967, and one more was awarded in 1978.

Universities and Programs

This section presents some details about each one of the university programs offered in psychology and the institutions that offer them.

Universidad Central de Venezuela-Undergraduate

The Universidad Central is a public university, the biggest in Venezuela. Its department (called school) of psychology is quite large; it has approximately 1750 students and 130 professors.

The school divides its courses into theoretical (or basic) and applied (or advanced). The students are given six semesters of basic courses in general psychology, statistics, psychometrics, psychophysiology, social psychology, evolutional psychology, psychopathology, experimental psychology, and theories of personality. After their sixth semester, students may specialize in one of the following areas of psychology: clinical, educational, industrial, counseling, social, or general (signifying no specialization). Within specialties there are required courses as well as electives.

Advanced students have advisors assigned to them, and plans of study are made, which are to some extent individualized. A minimum number of 180 semester credits is required for graduation, of which 26 are electives in psychology and related fields.

This program makes allowances for part-time study. To meet the

student needs there is a separate set of day and night courses.

The rate of attrition is high. The memeographed statistical bulletin of the school pf psychology for 1977 indicates that an approximate 60% of the first year students fail and have to repeat the coursework. Of the 60%, an estimated 30% of the students completely withdraw. Only about 20% complete their course of study with the five years prescribed.

The Universidad Central has had occasional political trouble, and was closed for varying periods of time. Almost no students graduated in the years 1970 and 1974 (Escotet, 1978).

Universidad Católica Andrés Bello-Undergraduate

The Universidad Católica is a private institution of 10,000 students run by the Jesuite order. In contrast with the Universidad Central, it has a more traditionally European program, and its revenues consist of student tuition and donations.

There are no electives in this program except for a seminar in the fifth year. There is no specialization available. Instead, students receive an overall view of psychology. Most courses are yearly (there are a few that last only one semester) with 3 mid-term examinations spaced evenly through the year. Because of the rigid schedule, students cannot take overloads or go to the university part-time. There are no evening courses available.

There are 550 students in the school of psychology, half of whom are freshmen. As in the case of the Universidad Central de Venzuela, about 60% of the freshman class fail at the end of the first year.

Though the Universidad Central has almost three times the number

of students the Universidad Católica has, the two universities graduate an almost equal number of student each year, a total of approximately 120. This is partially due to the fact that the Universidad Católica, being a private institution, has more upper-middle class students, who in turn have received a better high school education. Also, since Universidad Central students pay very little tuition and can go to school part-time, they tend to remain longer in the university. For more statistical information on these two universities, see Table 3.

Universidad Central de Venezuela-Graduate

The graduate program of the Universidad Central is completely independent of its undergraduate program, and its facilities are located in a different part of Caracas. The graduate faculty, however, mostly consists of professors who teach at the undergraduate program as well.

Operating since 1975, the graduate school of psychology, otherwise called Instituto de Psicología, offers four well structured and independent Master's degree programs: 1) experimental analysis of behavior, 2) research methodology, 3) group dynamics, and 4) social psychology. Each program has a specified series of required courses and electives. There is a thesis requirement, but no comprehensive examinations are conducted. As an illustration, the coursework offered at the experimental analysis of behavior program is listed on table 2.

Insert Table 2 about here

It takes approximately one and a half year of full-time study in order to complete one of the programs. At this time there is a total of 64 students in them. The first seven graduates completed their degrees in 1978.

Universidad Simón Bolívar-Graduate

The Universidad Simón Bolívar is a very competitive institute of technology, which offers undergraduate and graduate studies in Engineering and the Sciences. It also offers Master's degrees in psychology and higher education.

The psychology program has been in operation since 1972. It offers an interdisciplinary approach, and admits not only psychology graduates, but graduates of all other areas as well. There is an open admissions policy, and many students seem to have taken advantage of the opportunity; since 1972 approximately 400 students have taken some courses in the program.

Almost all of the students study on a part-time basis. When they decide to work towards the degree, they can submit a plan of study, though this is not obligatory. All courses are electives. Only a research methodology course is required for graduation.

Majors, which are also optional, are offered in three areas: (1) individual, group, and culture, (2) behavior modification and technology, and (3) orientation (which includes counseling, industrial, and educational psychology). Students may take courses in one area only or choose courses from all areas. In addition to the degree programs, there is a certificate offered in behavior modification and technology.

Since students do not have to declare their intention to pursue the degree, it is difficult to calculate the number of students actually in the program. They are estimated to be approximately 100. At the end of 1978 one student had graduated, and several others were writing their theses.

Insert Table 3 about here

Some Conclusions and Comments

As it is evident to the reader, the structure of Venezuelan psychology programs is quite different tha the structure of U.S. programs. The author's opinion is that Venezuelans programs offer a number of advantages over U.S. programs, the most important of which are:

1. Time saving in terms of academic years. Venezuelan students take few if any liberal arts courses, and minor fields of study are non-existent. As a result, they study psychology much more extensively than U.S. students. Universidad Católica students, for example, take 27 courses that last one year as compared to the nine or ten semester or trimester courses most U.S. Bachelor's degree programs require. Consequently, much of the information transmitted in U.S. graduate schools, in transmitted at the undergraduate level in Venezuela.

2. A sense of professional preparation. Graduates of Venezuelan universities actually expect to work in their field, while their U.S. counterparts most frequently have to go to graduate school in order to be considered professionals.

Students in discussions often address each other as "colleague", and refer to psychology as their profession, their future practice, etc.

3. A Licenciatura is an adequate degree. Master's degrees and doctorates in Venezuela are actually degrees of advanced study and academic excellence. Courses offered at the graduate level cater to academic interests rather than to professional prerequisites.

The system has some disadvantages, though they are on a smaller scale than its advantages. The author has preceived the following:

1. Time management in the teaching of undergraduate courses sometimes tends to be poor. Parts of courses tend to be repeated because of chair independence and lack of communication among professors. Professors who have two or three jobs may often miss class. Students tend not to study until the week before finals, and professors may have to repeat parts of the previous lecture in order to make themselves understood. As a consequence, several courses are probably taught in a longer time span than is actually necessary.

2. Some concepts and practices may be antiquated. As an example, students are trained extensively in test administration for school, psychiatric hospitals, and industrial needs. The tests used most often, however, were initially constructed in the United States and translated in Spanish. Little work has been done in validating and standardizing tests for Venezuela. French or American norms are used for the WAIS, WISC, the Stanford-Binet, Raven's Professive Matrices, or the DAT. One of the most widely used tests for personnel screening is the Factorial

Series of Aptitudes, a battery developed in the U.S. in 1946 and translated in Spanish.

Also, in contradiction to the emphasis in research methodology, there is little emphasis on statistics. Course syllabi of the first and second year statistics courses in Universidad Católica show that students mostly learn to use non-parametric tests and t-tests. There is an emphasis on within-subjects designs that usually require no statistical manipulation. The graduate program of the Universidad Simón Bolívar offers no statistical courses at this time, though they expect to do so in a few years. Multivariate statistics are practically unknown; only the Universidad Central methodology program includes some elements.

4. Preparation for university studies may be inadequate. Findigs indicate (Marrero, 1967) that after eleven years of previous education freshmen are not well-prepared in the basics that enable them to suceed in professional preparation. As a result, high rates of failure (60% in both schools of psychology) are reported.

5. Duplication of effort. There is little communication between different universities offering the same degree, resulting in duplication of effort and expenses. All psychology programs are located in Caracas, and cater to the same population. The Universidad Central has two psychology libraries and two laboratories. The Universidad Católica plans to start a third graduate program. One reason the author has heard from authorities as to why commonly used tests have not been re-normed is that the various programs do not agree to cooperate.

5. Every graduate with a Licenciatura is allowed to go into clinical private practice. Although students of the last two years are trained in the use of projective techniques, psychopathology, and diagnosis, their clinical training cannot be considered adequate by U.S. standards. The most serious shortcoming of this system is that there is no way at present to screen out of the program students who are unsuitable for clinical practice. Therefore, every year about 120 potential clinical psychologists with a minimum age of 22 are released in Venezuela. Besides possible inadequacy of training, maturity in terms of age may be missing as well.

In the United States Bachelor's degrees are general study degrees, while important work passes to the graduate level. From discussions with professors in the United States the author has been informed that possible reasons for this tendency are (1)deficient education at the high school level, and (2) the possibility of elimination of unsuitable students from programs. The Venezuelan experience, however, indicates that it is possible to produce psychologists in several areas of the field at the undergraduate level. The hard knowledge offered during the first one or two years of U.S. graduate training could be included at the Bachelor's degree level if the number of liberal arts and courses for the minor were restricted. Other countries have been training psychologists at the undergraduate level as well (Ardila, 1975; 1978).

The author believes that it is possible to screen students at the undergraduate level and select the most competent for professionally-oriented training. This system is used in England, India, Sri Lanka, and other countries which provide for undergraduate honors programs.

This way one or two years of study might be gained by competent students who at this point have to go through the regular programs and will be trained professionally later, at the graduate level. As a consequence of current academic practices, Master's degrees and doctorates are primarily prerequisites to professionalism rather than opportunities for academic advancement.

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Footnotes

[1]. Much of the information included in this article is anecdotal, and was given to the author by administrators and professors of the programs described. Where information was received from a printed source, the source was identified. The author wishes to thank Dr. Educard SanToro, Mrs. Ligia Mendoza, Dr. Omar Menendez, Mrs. Eleonora Vinas de Muñoz, Dr. Max Contasti, Dr. Miret Monsó, and Dr. Roberto Zapata for the information they generously offered.

Table 1

Courses Taken by All Universidad Católia Students in Psychology

First Year Courses	Number of Hours Weekly	
	Lecture	Lab or Practicum
General Psychology 1	4	
Mathematics and Statistics 1	3	2
Introduction to Philosophy	3	
Biology	3	2
Neurophysiology	3	2
Anthropology	2	
Introduction to Seminar	2	
Total	20	6
Second year		
Evolutional Psychology	4	2
Statistics 2 (one semester only)	4	2
Psychophysiology	4	2
General Psychology 2	2	
Sociology	2	
Psychometrics	4	2
Experimental Psychology (Introduction)	2	
Differential Psychology	2	
Total	24	8

Table 2

Plan of Study Methodology Program

Universidad Central de Venezuela

Course	Semester Credits
First Semester	
Quantitative Methods 1	5
Methodological Statistics 1	2
Information Gathering 1	3
Second semester	
Quantitative Methods 2	4
Methodological Statistics 2	2
Inference 1	2
Information Gathering 2	2
Third Semester	
Quantitative Methods 3	3
Methodological Statistics 3	3
Inference 2	2
Methodology 1	2
Fourth Semester	
Theory of Mesurement (elective)	3
Psychometrics (elective)	3
Experimental Designs (elective)	3
Models (elective)	3
Methodology 2	3

Note: Prospecto de Cursos de Post-Grado, p. 128, see References

Table 2 Continued

Third Year	Number of Hours Weekly	
	Lecture	Lab or Practicum
Social Psychology	4	4
Theories of Personality	2	
Methods of Psychological Assessment 1	2	3
Experimental Psychology	2	3
Educational Psychology	2	
Philosophy of Science	2	
Total	16	11
Fourth Year		
Industrial Psychology	6	4
Methods of Psychological Assessment 2	4	4
School Psychology	6	4
Critique of Psychological Systems	2	
Philosophical Anthropology	2	
Psychopathology	2	2
Total	22	14
Fifth Year		
Professional Ethics	2	
Psychological Counseling	6	4
Clinical Psychology	4	6
Seminar	2	
Thesis	as much time as necessary	
Total	14+	10+

Note: Plan de Estudios, Universidad Católica, 1976-77 (see reference)

Table 3

Descriptive Information for

Each Psychology Program

Description	Universidad Católica	Universidad Central de Venzuela		Universidad Simón Bolívar
	Undergraduate	Undergraduate	Graduate	Graduate
1. Degrees Offered	Licenciatura some doctorates	Licenciatura	Maestria some doctorates	Maestria
2. Financing	private (Jesuit)	Public	Public	Public
3. Tuition	4,000 Bs. per year ($930)	75 Bs. per year ($17.50)	1100 Bs semester ($256)	100 Bs. per hour ($23)
4. Calendar	Yearly October-July	Semester February-July September-January	Semester March-July September-January	Trimester January-April May-July September-December
5. Year Program Started	1956	1955	1976	1972
6. Admission Standards	Centralized Fairly Competitive	Centralized Rather Competitive	Departmental Flexible	Departmental Open
7. Aproximate Number of Students, 1978	550	1760	64	100

Table 3, Continued

Description	Universidad Católica	Universidad Central de Venezuela		Universidad Simón Bolívar
	Undergraduate	Undergraduate	Graduate	Graduate
8. Approximate Dropout Rate Beginning to Eng of Studies	50%	60%	40%	75%
9. 1978 Number of Graduates	54	65	7	0
10. Number of Credits Required for Graduation	Courses compulsory, include thesis	180 semester, include thesis	38-40 semester, + thesis	32 trimester, + thesis
11. Approximate Number of Courses Required for Graduation	27 yearly	33 semester	11-16 semester	11-13 trimester
12. Number of Electives	1	40 credits	6-9 credits	all but one
13. Grading System	1-20 (20 highest) passing with 10	1-20 (20 highest) passing with 10	1-20 (20 highest) passing with 10	1-5 (5 highest) passing with 3
14. Language Requirement	none	English, studied at University	English Prerequisite	English Prerequisite
15. Number of Professors	56	130	22	14
16. Full-Time Professors	3	78	12	12
17. Professors with Doctorates	2	8	10	5